

SOC 403 OPENING DOORS: WORKING WITH PEOPLE WITH DISABILITIES

SYLLABUS

Instructor Information

Name: Matthew Wappett, Ph.D.

Office Hours: TTh 11-12 am or by appointment

Office Location: Center on Disabilities and Human Development, Rm. 223

Telephone: (208) 885-3038

Email address: wappett@uidaho.edu

Web: www.idahodisability.blogspot.com or www.idahocdh.org

Workshop Meeting Information

Meeting Dates: November 8 (9am-5pm) & November 15 (9am-4pm)

Location: TLC 146

Workshop Description

This workshop is designed to give you a good basic understanding of how disability is experienced and perceived in the modern world. We will discuss models of understanding disability, the origins of disability discrimination, and the evolution of policies designed to protect individuals with disabilities. You will also receive an introduction to the role that disability plays in the geography of the workplace and other institutions. We will also take time to look at cultural representations of disability and attempt to understand how these pervasive media shape, reify, and perpetuate disability stereotypes.

Workshop Learning Objectives

On completion of this workshop you will be able to:

- Understand and discuss the multi-disciplinary and inter-disciplinary nature of disability;
- Demonstrate an understanding of the intersectionality of disability, race, class, gender, and sexuality;
- Articulate a basic understanding of the rights of people with disabilities and their families;
- Understand and provide concrete examples of how the social and built environment contribute to the phenomenon of “disablement”;
- Differentiate between moral, medical, rehabilitation, and social models of disability in a complex and historically aware fashion;
- Identify and critique the political, economic, and sociocultural forces that have shaped Western society's understanding of disability;
- Describe the implications of various conceptualizations of disability and how they relate to cultural standards of normality/ability, eugenics, mental competence, citizenship, inclusion, beauty, and strength;
- Discuss ways to resist or replace stereotypes about people with disabilities, and ways in which you can promote informed, accurate, and respectful ideas, attitudes, and actions.

The Language of Disability Requirement

Currently, there are two main ways of referring to disability endorsed by different segments of the disability community: social model/civil rights language ('disabled people') and people first language ('people with disabilities'). Both of these usages are widely acceptable to many disabled people/people with disabilities. If in doubt about what kind of language is appropriate, ask.

Finally, please read these guidelines regarding writing and speaking about people with disabilities at: <http://www.apastyle.org/disabilities.html>. I will be holding you to these guidelines throughout the workshop, so it's in your best interest to read, be familiar with, and adhere to these requirements. I will explain why later...

Assignments and Activities

Attitude and Participation (50 points): You are expected to attend class, participate, and to contribute to group discussions and projects. This does not mean piping up in class every day, but it does require attention and engagement. This is a graded element of the workshop. Half of this portion of the grade will be determined by the instructor and half by group members, who will describe and grade your group contributions throughout the workshop.

Readings Quiz (50 points): I will hand out readings during our first meeting. I will expect you to have these done by our second meeting. We will have a short quiz at the beginning of the second session to assess your reading and understanding. It will be an easy quiz...if you just do the readings you'll be fine.

Cultural Artifact: Representations of Disability in Everyday Life (50 points): Each student in this workshop will be required to find an "artifact" that relates to the representation of disability in our modern world. The artifact you select should come from the world around you and they should have some relation to the constructs of disability & normalcy. Some ideas include an academic article, a book, a quotation, an advertisement, a cartoon, a toy, song lyrics, a TV show, film, media character, newspaper story on a "real person" or event, a toy, or a moment in your own life.

For your artifact you will need to write up a brief description of your artifact and a paragraph of your thoughts about it. You should come prepared with the "artifact" or a picture or representation of it, and then be prepared to talk for 2-3 minutes about how it relates to you and the constructs of disability/normalcy. As long as you are thoughtful and can provide critical insight on your artifact's relationship to the constructs of disability/normalcy, you will receive full credit. Be creative and thoughtful; that's what matters here.

Accessibility Survey Project (100 points): Disability and normality aren't things that are just related to people, they have shaped the entire world we live in from furniture to buildings to entire cities. For this project you will work as a group to conduct an accessibility survey of one of the buildings on the UI campus or in the community. As a recipient of federal dollars UI and other organizations are required to be "accessible" so I want you to go out and tell me just how accessible this campus is. We will discuss this more in class and I'll walk you through the process before you have to do it on your own.

Grading Scale and Grading Policies

Your final grade will be based upon the percentage of total points earned by you:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = Less than 60%

I do give A's, and I do give F's. Both require work and are earned; neither should be a surprise.

If you're concerned about the quality of your work, or don't understand a grade please come and talk to me. Here's what grades in my class mean:

A = Exceptional work that goes beyond the expectations of the assignment/workshop.

B = Very good work that meets all expectations.

C = Good work that just demonstrates a basic understanding of workshop material.

D = Less than satisfactory work that demonstrates little understanding or effort. D's are also earned by a failure to attend class regularly

F = Failure. Students most regularly fail workshops in three ways: failing to complete assignments, failing to complete assignments on time, and failing to attend class. Plagiarism is also a good way to earn an automatic F.

The final grade students receive is based entirely on points earned and lost through assignments, homework, attendance, and contribution to discussions. Unless I have made a mathematical error, final grades are non-negotiable. Also, I won't grade you down because I don't like you, and I won't grade you up because I do like you.

ADA Policy

If you have specific special needs to participate in this workshop, please let me know so that I may make the appropriate accommodations. If I cannot make the requisite accommodations I will work with you to get the necessary support from Disabilities Support Services (DSS).

The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. Disabilities Support Services (DSS) is the designated University of Idaho department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact DSS and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990.

The mission of DSS is to facilitate inclusion by reducing/eliminating barriers, whether they are attitudinal, structural, programmatic or otherwise. In doing so, students with disabilities have an equal opportunity to become successful through their own efforts and not held back by artificial barriers. We strive to create partnerships between DSS, students, faculty, staff, and

other university and community offices by creating awareness and training on disability-related issues as well as providing information and referral services.

Students are asked to notify DSS as soon as possible to discuss disability-related concerns and needs. Services include, but are not limited to: alternate text, assistive technology information, readers, notetakers, sign language interpreters, real-time captioning, campus housing arrangements, campus accessibility and disability parking information, priority registration assistance, new student orientation, testing accommodations, advocacy, or assistance with any other campus disability-related needs.